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ABSTRACT

The results of a Coordinated Community Adult Education Conference, held in Waxahachie, Texas in 1972, are presented. Subjects discussed are: Objectives of Community Education; Primer Mover in Texas of Community Education Shares Her "Know-How"; Specific Approaches to Planning a Community Education Program; Role of the Community Education Director; Role of Business and Industry in Community Education; and Sources of Funding Community Education. A list of conference participants is provided. (CK)

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Adult Education In Spotlight Here

Adult education, in the school, the community and industry, came under the state spotlight in Waxahachie this week as the Community Coordinated Adult Education Conference opened at Brookside Inn.

Teachers, speakers and officials of the Texas Education Agency, representing all regions of Texas, opened the conference Tuesday and will end at noon Friday.

Waxahachie Independent School District is host for the meet.

Purpose of the meeting is to "become aware of" and "develop guidelines on how to identify, develop and apply a community resources in conjunction with a community coordinated adult education program," according to Harry Seamon of the Texas Education Agency Division of Adult and Continued Education.

"We have brought together teachers and administrators of adult education programs from throughout the state to discuss the adult guidelines or community involvement," Mr. Seamon told the Light Wednesday.

"We feel that to develop adult education we need to bring together all the resources available and to become aware of the basic needs in the community and attempt to develop programs to meet these needs."

"... to expand our program to meet these needs of the community," he said.

Keynote Speaker

Gladys Gerst, director of adult education in Sweetwater, was the keynote speaker Tuesday for the conference. Her topic was "The Range of Human Needs at the Community Level."

"Gladys has developed one of the most comprehensive programs in the State of Texas," Mr. Seamon said. "She has involved many, many sources of funding local, state and federal programs and has programs from gymnastics to rabbitry and has done a tremendous job of pulling her community together," he said.

Jim Marshall of San Francisco, representing the Levi Strauss Co., and Ken DeMott,

See EDUCATION, Back Cover

A Starting Point for Statewide Operation
of The Community School Concept in Texas

EPI Clearinghouse
JUL 10 1973
on Adult Education

Report of the Community Coordinated Adult Education Conference Sponsored by the Texas Education Agency and Held July 31-August 4, 1972, in Waxahachie, Texas

EDUCATION AGENCY

Division of Adult and Continuing Education

Austin, Texas 78701

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COMMUNITY SCHOOL:

A school which focuses on the total community population and attempts to meet educational needs of the community and works in full concert with other agencies and community groups to fulfill social, economic, and environmental needs.

(From Position Paper Adopted by State Board of Education at its April, 1972, Meeting.)

TEXAS EDUCATION AGENCY
Austin, Texas 78701

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201 East Eleventh Street
Austin, Texas
78701

July 13, 1972

TO: The Superintendent Addressed
The School Board President Addressed

The State Board of Education has unanimously endorsed a statement reaffirming the traditional role of the Texas public school as a community center oriented toward the total educational and related social and economic needs of the community it serves. A copy of the position statement is attached.

While the efficiency and responsiveness of government in general are vital considerations, the basic and underlying purpose of the action by the Board is to focus on the effort to pull school and community together, at the district and neighborhood level. A broadened, better defined, and more visible relationship at the community level seems to be the most positive approach to guaranteeing the maximum contribution of public education to our citizens and their communities.

Full communication, cooperation, and coordination between the education community and other units of state and local government are a necessity for such an effort. The Board statement will be communicated to those public and private institutions and agencies that might be logically involved or in a position to assist.

During the summer months, the Agency will be developing additional materials and information on potential resources for schools wishing to broaden school-community cooperation. Agency activities will be coordinated through the Division of Adult and Continuing Education. Your requests for information or assistance may be directed to Bob G. Allen, Director. His telephone number is (512) 475-3891.

Also, regional education service center staffs will receive orientation this summer, and will be in a position to render assistance.

Your support in this priority effort is solicited.

Very truly yours,

A handwritten signature in cursive script, reading "J. W. Edgar".

J. W. Edgar
Commissioner of Education

Position Statement on The Community School Concept

Since the earliest days of public education in Texas, the community school system has been looked upon and used by the people of the community, both urban and rural, as a focal point around which a wide range of activities revolve and through which community services may be provided. While, of design and by necessity, the system and facilities have been designed to provide education for children and youth, the facilities are owned by the communities, are conveniently located in the neighborhood, and have enjoyed utility in social, recreational, governmental, citizenship, welfare, disaster, and other activities. Both state and local statute and policy have allowed that, while public funds for formal public education must be spent for that purpose, the community and neighborhood school facilities are owned by the community, and may be used for the whole range of community activities, so long as these activities and services do not detract from or hinder the basic program for which the education system exists.

Regrettably, in a greater degree each year, communities overlook this most obvious of resources and create other centers of activity and facilities, for organizing around interests, and providing services. While facility usage varies considerably between communities, it is generally accepted that public school buildings and grounds are not being utilized fully. At the same time there is a critical need in many communities for more public facilities and for a closer relationship between the school and the neighborhood.

There are many indicators that such is the case. Almost without exception general purpose government and the more specialized health and welfare agencies indicate a need for an improved ability to take their services to the neighborhoods and rural communities. Many cities are presently giving high priority to multi-purpose neighborhood centers that relate to neighborhoods in a coordinated delivery system. However, available revenues and reluctance to duplicate facilities indicate that potential new land acquisition and facility construction could at best serve only a small portion of the need.

Professional educators, without exception, agree that the school, in order to best serve the child, must be able to relate to some degree to the total family and the community attitudes and perceptions. Most agree that they are presently ill-equipped to do this properly. Parents and neighborhood residents seem increasingly to detach themselves from responsibility for the school system, but with no corresponding reduction in demands for service, in criticism, or in opposition to voting new taxes or approving new bond issues.

Civil unrest and vandalism frequently vent themselves on the neighborhood school. While this may be, to some degree, the expression of frustration with government in general, sociologists generally agree that both youth and adults often feel isolated from the school and unsatisfied with its ability to relate to many of their special needs. Rural to urban migration and the high mobility of our population decrease identity with the community, the neighborhood, and its institutions.

The abnormally high percentage of adult illiteracy, high unemployment in many inner cities and rural areas, the increasing demand for a more skilled work force by public and private industry, needs for adult education in the area of citizenship, drug problems, consumer affairs, safe driving, and other short-term educational programs have placed increased demands on public education that can, in most instances be best provided at the neighborhood level, after hours, and on weekends. Increasingly, communities will be faced with the problem of the aging. The community school concept with its emphasis upon all citizens, young and old, may offer promise of meeting the special educational needs of the aging.

In recent years emphasis and direction have been added to this concept of community education by the work of the Mott Foundation in Flint, Michigan, initially in the public schools of Flint, and subsequently in other communities both in that area and other parts of the nation. Through funds provided by the Mott Foundation, Texas A & M University has established its Center for Community Education and is assisting a number of Texas communities in exploring a broadened and more effective approach to meeting community needs for education and community service.

In order that this most basic concept of the community school service can achieve its fullest potential, and in the interests of committing the public education system of Texas to a full partnership with other units of state and local governments and the citizens we serve, we the State Board of Education reaffirm the traditional role of the public school as a community center for people of all ages. We challenge the administrators and staff to work in full concert with other community institutions and neighborhood residents to provide or support the provision of the total range of educational, social, and recreational services and activities appropriate to the needs of the community and the resources of our society.

The Commissioner of Education is directed to provide leadership, encouragement, and such assistance as is possible in support of this recommitment and thrust.

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**A Starting Point for
a Statewide Program
of Community Education**

Community Education--whether called that or not--has been an active part of the educational system for many years. However, only in the past few years has its importance brought it to the forefront in the thinking of a representative statewide group of educators.

As this introduction is being written, it has taken a firm grip in Alice
Bryan College Station
Sweetwater Waxahachie
Weatherford.

Tomorrow--if your community does not already have Community Education--you may find it on your academic doorstep.

In 1972, Community Education had become such a talking point at the Texas Education Agency and with educators throughout the state that a "Position Statement on The Community School Concept" was developed by an Agency task force.

That Position Paper was adopted by the State Board of Education at its April, 1972, meeting. It was only a question of time before there would be a meeting of educators with a keen interest in the field of Community Education. That meeting was the Coordinated Community Adult Education Conference held in the summer of 1972 in Waxahachie.

The results of that meeting--and that meeting of minds--has been compiled into the publication you are reading.

As the title indicates, it is only "A Starting Point"--but a good beginning for the statewide growth of Community Education in the State of Texas.

**Objectives of
Community Education**

To provide an open-ended program utilizing existing school facilities and other community resources, which would

- a. Serve the needs and desires of all ethnic and socio-economic groups
- b. Provide sources and activities for both pleasure and profit
- c. Include the entire family group in appropriate activities

To develop community pride, which would

- a. Encourage individuals not only to be participants but also resource people
- b. Promote cultural awareness and increase understanding in the community

To stimulate awareness of needs and assist individuals to make the transition into more effective living. This can be done effectively by providing educational opportunities in basic education, additional vocational training, and consumer education, and by providing institutions and facilities to improve the health of the individuals being served.

To provide the individuals being served with the opportunities for pleasure and leisure activities as indicated by a survey of those individuals.

To function as a community resource referral service.

To provide public relations, communication, and publicity.

To obtain the pulse and direction of the community by identifying and utilizing existing resources.



NOW THAT'S WHAT I CALL AN OBJECTIVE— Dr. Bob Fellenz, professor of adult and continuing education at Texas A&M University, thinks the objectives on the sheet of paper he is reading “say it” for community education. So do, left to right, Harry M. Seaman III, consultant of adult and continuing education at the Texas Education Agency, and Louis Holder, director of the Materials Resource Center located in the Region II Education Service Center in Corpus Christi.



GLADYS GERST, director of adult and continuing education for the Sweetwater Independent School District, has been a prime mover in community education for the State of Texas.

In 1971, the Sweetwater program was honored by the United States Office of Education's Department of Health, Education and Welfare with its monthly Certificate of Merit for Outstanding Programs to help the undereducated adult.

What follows is a digest of the remarks that she delivered to participants at the Community Coordinated Adult Education Conference in Waxahachie.

Prime Mover in Texas

of Community Education

Shares Her 'Know-How'

. . . . Community Education involves and brings together all community agencies. The "culturally disadvantaged" people referred to in adult education are men and women over the age of 16 who live outside the mainstream of American life in urban ghettos and in isolated rural areas. This group includes both minority group members and many whites. They are functionally illiterate people. Their reading ability is rarely above the sixth-grade level. If they are hired as workers, they must frequently be provided with basic education.

. . . . They are people who have not experienced our mainstream culture in terms of buying and maintaining decent housing, eating balanced meals, wearing good clothes, indulging in recreational pursuits such as playing golf, attending the theater, or taking vacations all goodies that we identify with affluence and well-being in the United States.

. . . . Instead of being consumers of the American cornucopia, they have been consumers--recently militant consumers--of welfare services. They are people whose family stability is assailed and undermined because the opportunities available to most people are not available to them.

. . . . These people make up several million adults in the United States, and they are concentrated in the central cities. In the past decade, their numbers in urban areas have swelled, especially in the case of blacks, because of migration from rural areas to the cities.

. . . . The magnitude of this problem has been especially underscored.

. . . . I do feel that the time for gimmicks, for stop-gap and crash programs, has run out. For example, a program formerly in great favor, which consisted of training people how to be workers or of orienting them to work, will not by itself prepare the culturally disadvantaged to become workers.

. . . . A TOTAL APPROACH IS NEEDED. THAT'S WHY I FEEL COMMUNITY EDUCATION IS A MUST.

. . . . There is a wide range of human needs within a community. Teaching an illiterate woman to sew for her 15 children covered her needs. Helping an *AFDC participant fill out forms and receive emergency foods also filled a vital need. Although this is not education, it does somewhat link, for a hungry man will not listen to why he needs education; but once he is helped, you will be able to reach someone who had seemed unreachable.

. . . . There are many human needs and problems that arise in a community with Community Education. There are also many resources in a community where help can be found.

*Aid to Families With Dependent Children

. . . . Housing - just knowing the proper agency to which to refer individuals.

. . . . Employment - just being able to provide a volunteer teacher for the mother who wants to work but has no training for the job desired.

. . . . Make the community aware of Community Education. This can be done through surveys, the news media, and person-to-person contact.

. . . . Programs can be set up with volunteers. Many groups and churches are looking for something to do. Survey these volunteer possibilities with a list of needs so the volunteers may have a choice.

. . . . The idea behind it all is this: THERE CAN BE SOMETHING FOR EVERYONE. Even if it is not an academic education, at least it is a consumer one.

. . . . Believe me, to be culturally disadvantaged is terribly discouraging. The culturally disadvantaged person will make mistake after mistake, because that is what he subconsciously expects of himself. He's going to stumble. Who can best help him? I think you can with COMMUNITY EDUCATION.

Enlist the support of key people in the community

- a. School superintendent
- b. Editor
- c. Service organizations
- d. Ministers
- e. City PTA Council
- f. Minority representatives
- g. Neighborhood civic groups
- h. Representatives of various agencies
- i. Governmental bodies
- j. Other interested people

Specific Approaches to Planning

a Community Education Program

Call general meeting of interested citizens

- a. Show film, *"To Touch a Child"*, and invite someone who has attended a Mott workshop in Flint, Michigan, to serve as a resource person for the showing of the film
- b. Present other information
- c. Encourage discussion
- d. Appoint a steering committee

Establish a steering committee

Future planning would be at the discretion of the Steering Committee, which may consider the following options

- a. Conduct a community-wide survey
- b. Hire a coordinator
- c. Determine the types of programs people want

"TO TOUCH A CHILD" is a 27-minute, 16 mm color film that dramatically tells the story of community education in Flint, Michigan. Flint is the place where community education began in the United States and is recognized as the "grandfather" of the national community education movement.

Identify available resources

- a. Human - administrative, teachers, volunteers, etc.
- b. Physical - plant and equipment
- c. Fiscal - amount of money needed and its source



IF WE APPROACH IT THAT WAY— Gladys Gerst, director of adult and continuing education for the Sweetwater Independent School District, and Ken C. Stedman, instructor in the Extension Teaching and Field Service Bureau of The University of Texas at Austin, talk over some approaches that they feel would work in starting a community education program.

Planning of Program

- a. Planning elements of the program
(developing, selecting and scheduling)
- b. Organization of new activities
(including experimental developments)
- c. Meetings with advisory groups and
interviewing key people in the
economic, political, and edu-
cational structure of the community
- d. Fact-finding and community-needs
surveys

Promotion, Publicity, Interpretation and Public Relations

- a. Preparation of newspaper and radio
publicity
- b. Preparation and distribution of
printed and mimeographed announce-
ments
- c. Arranging for promotional radio and
television programs
- d. Personal talks before local groups
- e. Appearances on radio and television
programs
- f. Acting as discussion leader or
moderator for other organizations
- g. Preparation and display of exhibits
- h. Planning public meetings or "open
house" affairs
- i. Interpretation of adult education
program to public school staff

Recruitment and Certification of Staff

- a. Search for qualified leadership
- b. Interviewing prospective instructors

Role of the Community

Education Director

General Administration

- a. Financial matters
 - 1. Preparing payrolls
 - 2. Approving expenditures
 - 3. Collection of fees
 - 4. Preparation of budget
 - 5. Preparation of claims for state and federal aid
- b. Supplies and equipment
 - 1. Control of inventory
 - 2. Selection of instructional materials
 - 3. Material request approvals
 - 4. Arrange for printing, repairs, and delivery of materials
- c. Office Management
 - 1. Supervision of clerical personnel
 - 2. Maintenance of records and files
- d. Routine operations
 - 1. Correspondence
 - 2. Telephone communication
 - 3. Personal interviews
 - 4. Preparation of routine reports
 - 5. Arranging for registration
- e. Special and miscellaneous activities
 - 1. Review of material prepared by staff members
 - 2. Leadership duties within local program
- f. Participation in local school system staff meetings

Training and Supervision of Professional Staff

- a. Group in-service training sessions
- b. Individual conferences with instructors



SOLD ON COMMUNITY EDUCATION— Both Billy Bates (left) and Dewey G. Smith, superintendents of the Waxahachie and Alice Independent School Districts are sold on the idea of community education and have made the wealth of courses—everything from adult basic education to welding—available to their respective communities.

- c. Preparation and review of training bulletins and materials
- d. Visitation of activities

Coordination and Cooperation with Outside Agencies

- a. Consultant services in connection with adult education projects of other community organizations
- b. Developing cooperative projects with other agencies
- c. Arranging special aspects of the public school adult program which require the cooperation of other organizations
- d. Serving on organizational committees as result of local position as director of adult education

Evaluation of Program

- a. Review and analysis of periodic reports
- b. Conferring with participants
- c. Survey and analysis of drop-outs
- d. Periodic review of program in relation to emerging needs
- e. Continuous studies of need (survey, etc.)

Professional Growth

- a. Attendance at state and national conferences
- b. Attendance and participation in workshops
- c. Reading professional materials
- d. Authorship

Role of Business and Industry in Community Education

Let adult and continuing education serve as the liaison to inform business and industry about what community education is doing for business and industry.

Ask yourself if your program of community education is meeting the needs of business and industry.

Sell business and industry on ways that community education could help them to cut training costs.

Don't overlook the advantages of a little public relations when you are working with leaders in business and industry.

If you've done your homework--*and legwork*--business and industry can be sources of funds and materials needed to keep your community education program active.

Your pitch--to use the language of public relations--may be along these lines:

What can we do to help you?

Here's what you could do to help us help the community.

Your prestige is recognized in the community, and we value your assistance.

Remember, the use of local funds not only contributes to the community's sense of pride but also can help to cut the cost of local taxes.



PICKING UP POINTERS— James E. Marshall (center) of San Francisco, California, discusses community education with four of the participants at the Community Coordinated Adult Education Conference held in the summer of 1972 at Waxahachie. Participants (left to right) are Barbara J. Garrett of Sweetwater, Marsha Meredith of Austin, Texas Education Agency area consultant Ramon C. Lopez of Corpus Christi, and Peter McDonald of Corsicana. Marshall is with the Community Affairs Department of Levi Strauss and Company.

Sources of Funding Community Education

What does it cost to initiate a community education program in my community? How much does it cost to operate programs? Where do we get the money to start? How is the program supported over the years?

Sound familiar? These are typical questions asked by school districts and communities wishing to initiate community education. Financing is a major concern--one which must be dealt with; however, initial planning should not be restricted because you do not have the funds "in the bank".

Selling Community Education

The key to fund raising is selling the concept of community education prior to asking for funds. A budget should be established early in the planning; however, the funding aspect should not be fully discussed until the potential of community education is explored by the community.

A prime example of this is the experience of Alice, Texas. Groups, organizations and clubs were informed of community education and how it would help Alice.

A ground swell of interest developed and the community decided they wanted to become involved. When the budget was discussed and \$6,000 was needed, a community meeting was held. Six thousand dollars was donated "from the floor" in a matter of minutes.

The key, then, is to first sell the concept--then present the budget.

What Does It Cost?

The cost of community education varies with each community and no exact figure can be quoted. In preparing a working budget, however, several categories need to be considered and decided upon. These categories are:

- I. Administrative costs
- II. Programming costs

Administrative Costs

The proposed budget would include such entries as:

- a. *the director's salary*--usually determined by computing a teacher's base + experience + advanced degrees + a time differential + three additional months' salary.
- b. *part-time supervisor's wages*--an hourly wage based on the local rate paid in the community. Enter your own estimated number of hours.
- c. *secretarial salary*--often part-time or shared initially; however, this usually develops into a full-time position.
- d. *office supplies and equipment*--projected on local needs and experience - most can be donated.
- e. *telephone*--(may be in-kind) projected on local experience.
- f. *travel*--in-town and out-of-town budget. The director will use his car extensively and will also need to be reimbursed for out-of-town professional meetings and training. (*Training at Texas A&M is required if funds are granted.*)

Programming Costs

In most communities, programs are self-supporting. Fees charged participants are determined to cover instructors' costs and in some areas, a portion of the overhead costs. Instructional costs vary from subject to subject and from community to community--you will need to determine the fees to be assessed. Oftentimes a flat fee is charged for all programs--this usually results in a surplus which can be used to enhance other phases of the program. As a rule of thumb, 50¢ per hour is used.

The proposed budget for programming would include:

- a. *instructor's salaries*--computed locally--usually covered by student enrollment fees.
- b. *heat, lighting costs*--usually an in-kind contribution.
- c. *janitorial costs*--may be in-kind or paid from initial funds or student fees. The cost usually is derived from overtime paid.
- d. *rental of facilities*--no charge to Community Education sponsored programs. Local institutional rules and regulations must be followed in determining the types of activities acceptable.

Generally, the costs for initiating a community education program lie in the administrative or personnel area. Programming should be self-supporting.

What Are Funding Sources?

A small percentage of the budget is in "hard cash". Listed below are cash resources and service resources. Do not overlook service resources for these in turn may release monies for other purposes.

- a. Federal programs
 - 1. Includes *Title I, Model Cities, **HUD, Adult and Continuing Education, Omnibus Crime Control and Safe Act, Vocational Education Act, Older Americans Act
- b. Industry and business
 - 1. grants for total or partial support
 - 2. in plant classes
 - 3. in school classes
 - 4. equipment, personnel, facilities
- c. United Fund, Community Chest
 - 1. funding of coordinator, part-time assistant or programs
 - 2. coordinating link in community
- d. Local foundations
 - 1. partial or total funding
- e. Service agencies
 - 1. personnel, equipment, facilities, teachers
- f. Local governments
 - 1. partial or total funding
 - 2. categorical assistance - ex: recreation
- g. Welfare agencies
 - 1. personnel, supplies, facilities, teachers
 - 2. supportive services
- h. Service clubs
 - 1. short-term funding
 - 2. fund raising activities
 - 3. personnel (manpower)
 - 4. publicity
- i. P.T.A.
 - 1. small program grants

*Title I, Elementary and Secondary Education Act: programs for educationally deprived children in concentrated areas of low income families

**Department of Housing and Urban Development

- 2. initiators of project
- 3. fund raising
- 4. manpower
- 5. publicity
- j. Church groups
 - 1. manpower
 - 2. publicity
- k. Private donations
 - 1. partial or total support
 - 2. categorical aid
- 1. Volunteers
 - 1. teachers, supervisors, survey takers, tabulators, registrars, speakers bureau, teacher aides, etc.
- m. Fees
 - 1. 50¢ per contact hour

How Do We Figure Our Budget?

The "Budget Development Worksheet" also provided by the Center for Community Education should serve as your basic guide. The line items listed are a composite of community education budgets used in twenty-five school districts.

Many entries are in-kind contributions and are not necessarily a cash outlay. In item II Capital Outlay, for example, the table and chair may be donated by the school, the desk by an agency or local business and the typewriter loaned by a business.

If a community-wide effort is extended, every item on the worksheet is available from the community.

Who Was Who at the Community Coordinated Adult Education Conference

The following is a list of participants in the Community Coordinated Adult Education Conference held July 31 - August 4, 1972, in Waxahachie, Texas.

From the Austin and Area Offices of the Texas Education Agency's Division of Adult and Continuing Education:

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From Programs of Adult and Continuing Education Operating in the State of Texas:

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Jeff J. Czar - Laredo

Edward F. Berta - Fort Worth

Luis de Leon - Eagle Pass

Willis E. Bird - San Antonio

Travis Downs - Marshall

Wilson E. Blurton - Sherman

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Mary L. Brown - Dallas

William Edmond - Dallas

Sam Buchanan - Fort Worth

Raul D. Espinar - San Antonio

Don Camp - Amarillo

Will Evans - Houston

Mrs. Robert B. Campbell - Victoria

Tony Farias - Eagle Pass

Felix M. Cerna - Eagle Pass

Edward Frazer - San Antonio

Paul R. Chappell - Big Spring

H. Bedford Furr - Wichita Falls

Sue Clark - Corpus Christi

Barbara J. Garrett - Sweetwater

Bille Hileman - Dallas
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 Mike C. Lazo - Corpus Christi
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 Lillian Lockerd - Corsicana
 Lillian McClendon - Dallas
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 Robert L. Olin - Victoria
 Juan Padilla - Eagle Pass
 Faye Perry - Dallas
 Carrie Mae Phlegin - Houston
 Lanelle Phillips - Bonham

Bill Reddell - Lubbock
 Stuart L. Reed Jr. - Dallas
 Mrs. Zelda K. Rick - Victoria
 Tom Ridlehuber - Gainesville
 Clarence Russell - Fort Worth
 Evelyn Russell - Richardson
 Edmond Slagle - Midland
 Earlane Simpson - Waxahachie
 Bernice Sneed - Dallas
 Ken C. Stedman - Austin
 Oma R. Stidman - Houston
 Julie Ann Sykora - Austin
 H. T. Tijerina - Corpus Christi
 Eugene A. Toscano - San Antonio
 John Tyler - Amarillo
 Flossie Ware - Kerens
 Star Warford - Big Spring
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J. B. SANTOS
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Fort Worth

Resource Persons Representing Waxahachie Community as Lay Leaders:

JERRY HOLDER
BILLY VAN PRUITT

SARA V. SANCHEZ
ERNEST VILLARREAL



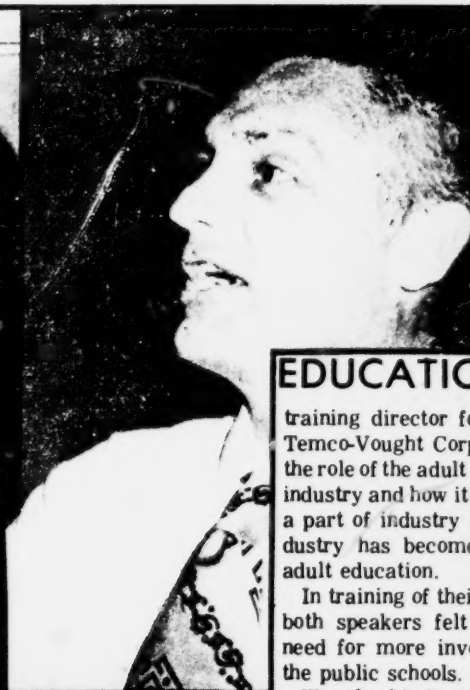
TWO PARTICIPANTS CONFER— J. B. Santos (left) assistant director of occupational and continuing education for Laredo Junior College, and Bob McAbee, associate assistant superintendent of the Fort Worth Independent School District, trade ideas on ways to make community education an effective reality in their respective academic institutions.



FUNDING CAN BE FUN— At least these four educators who attended the Waxahachie meeting apparently think so. Left to right, they are Jo Campbell of Victoria, member of the Victoria School Board; Bill Reddell of Lubbock, director of the adult learning center for the Lubbock Independent School District; Sarah Sanchez of Waxahachie, Independent School District; and Manuel Garcia, staff member of the Area Manpower Institute for the Development of Staff in Oklahoma City, Oklahoma.

MUCH OF THE KNOW-HOW IN THIS PUBLICATION ABOUT STARTING AND OPERATING A COMMUNITY EDUCATION PROGRAM ORIGINATED IN MATERIALS DEVELOPED BY THE CENTER FOR COMMUNITY EDUCATION AT TEXAS A&M UNIVERSITY, COLLEGE STATION. ANYONE WISHING ADDITIONAL ASSISTANCE OR INFORMATION ABOUT DEVELOPING SUCH PROGRAMS IS ENCOURAGED TO VISIT THE A&M FACILITY OR A LOCAL COMMUNITY EDUCATION PROGRAM OR CONTACT THE TEXAS EDUCATION AGENCY'S DIVISION OF ADULT AND CONTINUING EDUCATION IN AUSTIN.

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EDUCATION . . . (Continued from Front Cover)

training director for the Ling-Temco-Vought Corp. discussed the role of the adult education in industry and how it has become a part of industry and how industry has become a part in adult education.

In training of their employees, both speakers felt there is a need for more involvement in the public schools.

Waxahachie Supt. Billy Bates discussed the programs started or are in operations in Waxahachie at this time and also what he thinks will be happening here in the future.

He announced funding from the Mott Foundation for Community Education for startup in Waxahachie and felt the TEC should be "charged," with going back into the local school districts to try and get them more involved in community education.

After each address, the conference divides into small "rap" sessions to discuss what the speaker has said.

"In these rap sessions," Mr. Seamon explained, "they are trying to change the attitudes of the people that are involved and try to get them to look at more than just the thoughts of their district. . . to make them look into more than just the group they are teaching in, and to try and make them see how they fit into the roles that we have been discussing."

"We hope that when we go back into the corrective education agency, we will have some guide lines so that we can arrive at some answer and so we can give this information back to the school districts," he

said. "We hope they become more aware of the need of the adult education in the community and how they can pull the community resources together to meet these needs."

At today's session Bob McAbee of Fort Worth spoke on "Community Coordinated Adult Education as a Function of Public Schools," followed by an address by J. B. Santos of Laredo who will speak on "Community Coordinated Adult Education as a Function of the Community College."

Dewey Smith, superintendent of schools in Alice, will speak on how the Alice system is doing and how far it has advanced in community education. Alice was the first school to be funded under the Mott Foundation.

Waxahachie is the fifth district to be funded.

Approximately 70 instructors are attending the meeting.

The Division of Adult and Continuing Education of the Texas Education Agency wishes to acknowledge the assistance of the following persons and organizations in preparing this report: Robert I. Berridge, director of the Community Education Center at Texas A&M University; Virginia Cutter, director of the Division of Dissemination, and Jack C. Elrod, educational program director for the Office of Regional Education Services, both of the Texas Education Agency; and the public in Waxahachie Daily Light for permission to use the photographs in this report. JUL 3 0 1973

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